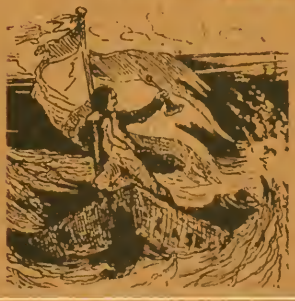
1982-83

University Studies
History

Brandeis University



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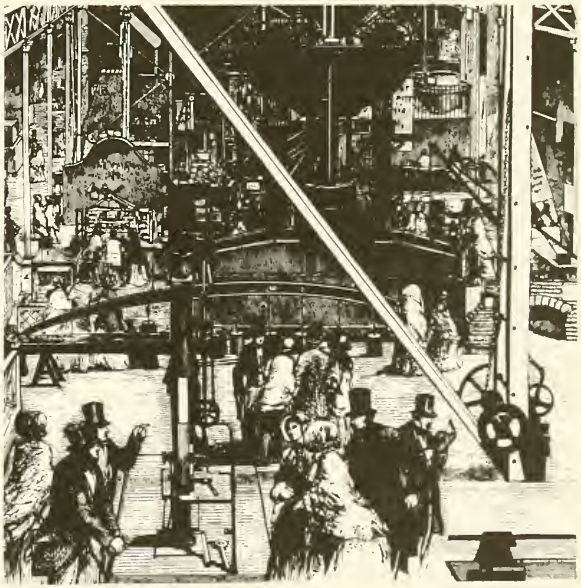
ϖολλὴ λᾶντόματος χύσις ἱ
καὶ ϖοτὸμ ἀχρήϊστομ ἀμαιμ
καὶ λὴ λύχμομ ἄϖιστομ ἀϖέ
καὶ ψυχὴμ καὶ ἔρωτα ϖολυκ
εἰσέπι λῖθύμομτος, ἐϖαγρύϖ
ἵστατο κυμαίμουσα ϖολυκλ
ἦλυθε λῆρι γέμεια.καὶ ὀικῖλε μ
ϖάντοθι λᾶὄμμα τίταιμεμ ἐϖέ



Monseigneur ceux de ce canton
estoient alles vers le roy de na
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jours les ay poinct veus mais
n'ont rapporte que l'inclination
parx qu'ils avoient ce que le roy
a esprit et d'autes mesmes de xo.
Jung vnissaptiles generalis
extraordinaire qui se prepare
à l'ost de plusieurs nations
et une grande composition de
peste de 1000 l de 1500 fl xo

Dear Student:

It is a pleasure to invite your exploration of a special domain of University Studies.

The courses described in this booklet seek to put you in touch with the problems, achievements, and distilled wisdom of modern history. As we try to make sense of the bewildering swirl of today's events, an understanding of the continuities (and discontinuities) of our culture over time can be a great source of insight.

I am certain that you will find this program to be a stimulating part of your university experience, and a source of help in tackling the unfinished business before us all.

Attila O. Klein
Dean of the College

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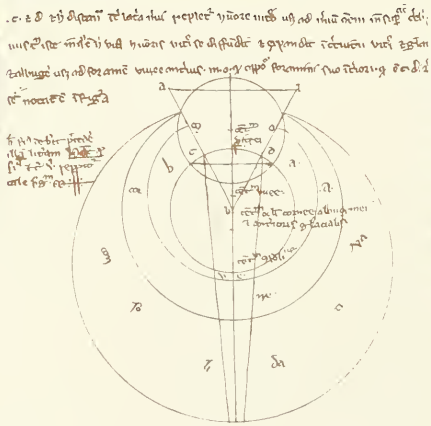
The Decisions You Must Make

In 1979 Brandeis University established a new program in history. Under its provisions, beginning with the Class of 1984 every undergraduate must complete satisfactorily one semester of modern history. To that end, we have created a set of 17 new courses which are described in this booklet. You may take any one of them to meet the requirement. They are open without enrollment restrictions of any kind.

The first decision which you must make is when to take University Studies in History (UHIST). We suggest that you do so in the sophomore year, and in no event later than the junior year. These courses are usually not taken by freshmen.

Your second decision is to choose a particular course. The information in this booklet is meant to help you to make an intelligent choice. It gives you biographical information about the instructors, all of whom have been encouraged to design their courses to relate directly to their own scholarly interests. In making this decision you may also want to consult your faculty advisor and peruse the undergraduate course evaluation booklet. Finally, visit the first meetings of several courses and judge for yourself!

We sincerely hope that your experience in University Studies in History will be an enjoyable and rewarding one and that it will form the basis for a lifelong interest in the study of history.



The Purpose of the History Program

The history program embodies a new approach to general education at Brandeis. During the past 30 years, many universities tried two experiments in that respect. In the 1950's most undergraduates were required to take a common course called "History of Western Civilization," which was intended to provide a comprehensive survey of its subject. The Western civilization courses worked well for a time, but in the 1960's they were widely criticized for being dull, sterile, ethnocentric and ineffectual. Western civilization programs were abandoned, fixed requirements were abolished, and many schools tried another approach to general education — the distribution system. This approach sought to engage students with a broad array of courses on topics such as the history of witchcraft, or the history of violence, or the history of sexuality. This experiment was also unsuccessful, largely because it failed to provide a coherent and disciplined exposure to historical study.

The new history program seeks to combine the strengths of both earlier approaches — and to correct their weaknesses. It begins with the assumption that there was something right about the reforms of the 1960's even as they went wrong — something profoundly right in their respect for the autonomy of individual students, for the variety of their interests, and for the importance of engaging those interests actively in the educational process. At the same time, there was something sound in the old Western civilization courses — in their seriousness, their rigor, their coherence and comprehensiveness.

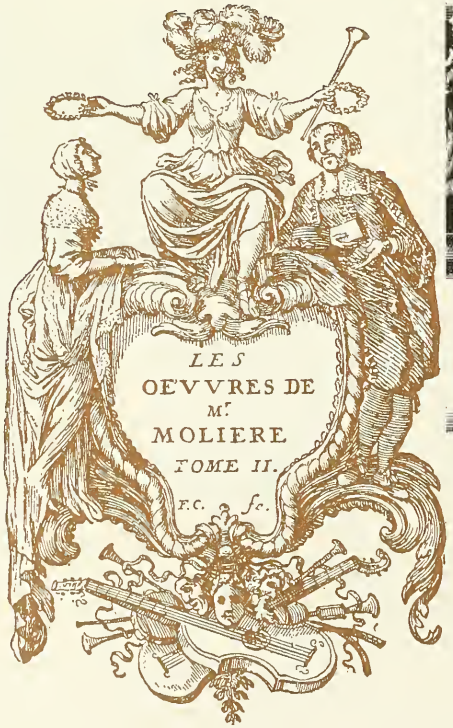
The new program is a mediating idea. It requires all students to take a course which introduces them to the main lines of modern history and provides a solid grounding in the subject. But at the same time it encourages them to choose one course from among many in the hope of finding an approach which will be interesting and meaningful.

All courses in the program share certain characteristics. Each includes a common core of themes and topics: the Renaissance and Reformation; the general crisis of the 17th century, the scientific revolution; the revolutions in America and France; industrialization and urbanization; liberalism and nationalism; imperialism; totalitarian movements; the Russian Revolution; and the World Wars.

The courses also share several structural features. Most assign common readings in Palmer and Colton, *A History of the Modern World.* All courses require students to pass a factual examination testing mastery of the rudiments of historical knowledge. Each student, in every course, will be asked to write at least one research paper. In pedagogy every course is more than merely a set of lectures; it will also include tutorials or preceptorials or discussion groups.

All courses must include instruction in the main lines of modern Western history, but they are not limited to the history of the West. An effort has been made to avoid the ethnocentrism of the old Western civilization programs by including courses in world history as well as Western history. Every course spans at least the past 300 years of modern history, but some are more broadly conceived, and the temporal balance varies from one course to another. Some place special emphasis upon the 19th and 20th centuries. Others give more attention to the early modern era.

The program has also another organizing assumption. Historians at Brandeis are actively engaged in their own research. Many have won reputations as leaders in their fields. The new program invites them to develop courses on themes which are closely linked to their own active research interests, so that scholar-teachers may be directly engaged in teaching their scholarship, and students may be involved in learning on the cutting edge of the field.



Satisfying the History Requirement

The history requirement can be met at Brandeis only by satisfactory completion of a course designated as University Studies in History (UHIST). Other history courses may not be used to fulfill the requirement.

Alternatively, undergraduates may meet the requirements by earning a score of 3 or higher on the advanced placement examination in European history and by requesting credit for such work in accordance with the policies and procedures of the University. Questions regarding advanced placement should be directed to the Office of the Dean of the College.

History courses at other universities may also be used by transfer students to meet the requirement, provided that they are broad surveys of the main lines of modern Western or world history, and otherwise are consonant with existing university rules governing the transfer of credit. Students should note that more specialized courses in American history, or in the history of any other nation or period may not be used to meet the requirement. For further information contact the administrative secretary of the program, Ina Malaguti, in Olin-Sang 215b. Her extension is 2862 or 2864.

Authority for granting exemption from this or any other university degree requirement resides with the Committee on Academic Standing; information and petition of forms may be obtained from the Office of the Dean of the College.

The history program is directed by a faculty committee consisting of Eugene C. Black (History), George Cowgill (Anthropology), Joachim Gaehde (Fine Arts), Mark Hulliung (Politics), Wellington Nyangoni (African and Afro-American Studies), Stephen A. Schuker (History), Silvan Schweber (Physics), David Hackett Fischer (History), and Morton Keller (History), Chair.

Related Program

History and Film: Tuesday Night at the Movies

On a number of Tuesday nights throughout the academic year, a feature film will be shown without charge in either Olin-Sang Auditorium or Lown 2. Each film is devoted to an important historical process or event, and all are also of high cinematic merit. On most evenings, the feature will be preceded by old newsreel footage, introduced by an historian on the staff of the program. All members of the Brandeis community are welcome to attend. The tentative schedule is as follows:

Fall	September 21	Tom Jones
	October 5	Henry V
	October 26	Les Enfants Du Paradis
	November 9	The Organizer
	December 7	All Quiet on the Western Front
Spring	February 1	The Wild Child
	February 22	Metropolis
	March 7	Amarcord
	April 12	Triumph of the Will
	April 26	Memories of Underdevelopment

This schedule is subject to change without notice. Check listings with the History Office, ext. 2862.

1982-1983

Schedule of University Studies History Course Offerings

Fall Semester	UHIST 11a The Political Economy of the Western World from the 18th Century to the Present	Professor Schuker M, W; 11-12:30	27
	UHIST 12a Russia and the West	Professor Freeze M, W, Th; 10-11	18
	UHIST 17bR Revolution and Modernization	Professor Black T, 10-11; Th, F 11-12	13
	UHIST 23bR Ethnicity, Nationalism, and the Modern State	Professor Kievel T, 1; Th, F 2	22
	UHIST 25a Religion and Society in the West	Professor Schneider M, W, 12-1; F 1	26
	UHIST 33bR State and Society in the Western World	Professor Keller M, W, Th; 10-11	20

EMILE,

OU

DE L'ÉDUCATION.

Par J. J. ROUSSEAU,
Citoyen de Genève.

Sanabilibus ægrotamus malis : ipsique nos in sectum natura genitos, & emendari velimus, juvat.
Sen. de ira. L. II. c. 13.

TOME PREMIER.

A LA HAYE.
Chez JEAN NÉAULME, Libraire.

M. DCC. LXII.

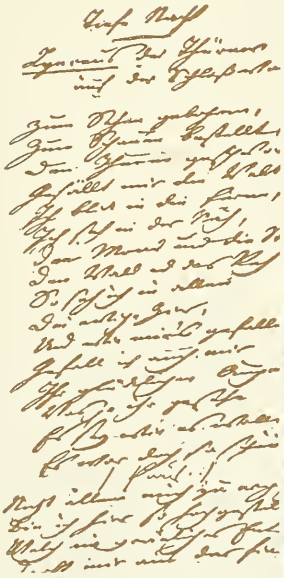
Spring Semester	UHIST 11b Empires and Nation States: Origins of the Modern World System	Professor Wasserstein T, 11-1; Th, 12	28
	UHIST 15b Population, History and Society	Professor Cowgill T, 10; Th, F, 11	15
	UHIST 18b Modern Europe in Cultural Perspective	Professor Binion M, W, Th, 10	12
	UHIST 22b Africa and the West	Professor Nyangoni T, 11-1; Th 12	24
	UHIST 25b Catholics, Protestants and Jews in Western Europe from the Refor mation to the present	Professor Ravid M, 11-1; W, 12	25
	UHIST 26b The Republic	Professor Meyers M, W, 11; F, 12	23
	UHIST 31b The Changing Shape of the Community	Professor Demos M, W, Th, 1	16
	UHIST 32b History of the Family in Western Europe	Professor Kelikian T, Th, 9; F, 10	19

Mr. Binion

Modern Europe in Cultural Perspective

Spring 1982-83

This course will survey the major developments in European political and social history beginning around 1715, as background for changing modes of thought and expression since the Enlightenment. The aim will be to grasp cultural facts together with the other facts of modern European life — to see Goethe's romanticism, or Flaubert's realism, or Ibsen's naturalism, in focus with Napoleon's wars and Metternich's peace, with industrial growth and shrinking families, with the decline of the classes and rise of the masses. Two weekly lectures will be supplemented by a textbook. A third hour will be devoted to discussion of illustrative original source readings, proceeding from Alexander Pope's *An Essay on Man* with its contrived optimism (1734) to Albert Camus' tormented, compassionate *The Fall* (1956). Brief written assignments will be required in addition to a midterm and a final examination.



Rudolph Binion
was born in New York City in 1927. He received his education at Columbia University (BA 1945, Ph.D. 1958) and at the Institut d'Etudes Politiques, diplome, 1949. Professor Binion has taught at Rutgers, MIT, Columbia and Brandeis and lectured throughout the Western world. He was a pioneer in the development of the application of psychological theory and methods to historical problems and in the refinement of psychological theory by the test of historical research. His major publications include: *Defeated Leaders, The Political Fate of Caillaux, Jouvenel and Tardieu* (1960); *Frau Lou, Nietzsche's Wayward Disciple* (1968); *Hitler Among the Germans* (1976); *Soundings Psychohistorical and Psycholiterary* (1981). In the fall of 1980 Professor Binion received the honor, rare for an American scholar, of an invitation from the College de France in Paris to deliver a series of lectures to be published in 1982 under the title *Introduction a la Psychohistoire.* He has also been a resident scholar at Bellagio in Italy, and the Institut fur Zeitgeschichte in Munich sponsored a symposium on his work. In the fall of 1981 he was invited to present a major paper at Augsburg University. Professor Binion's next major work will be closely connected to the theme of his University Studies course — a broad study of basic assumptions in Western culture from the 17th century to the present.

Mr. Black

Revolution and Modernization

Fall 1982-83

This course introduces students to various modes of historical analysis stressing the tension between elements of persistence and change. Topics will include the Renaissance, the Reformation, the expansion of Europe, 17th-century commercial and economic development, orders and estates in the organization of rural and urban society, corporate and absolutist conceptions of the state, the scientific revolution and the Enlightenment, the democratic and economic revolutions, the development of class society, ideas and institutions in the evolution of modern nation states, imperialism and European world hegemony, collectivism and mature industrial society, war and totalitarianism in the 20th century, from warfare state to welfare state, and the European revival in the contemporary world.

Eugene C. Black
was born in Boston in 1927, did his undergraduate work at the College of William and Mary (AB 1948), served to the rank of captain in the United States Air Force during the Korean War, and took his graduate degrees at Harvard (AM 1954, Ph.D. 1958). Mr. Black has published many articles and five books including: *The Association: British Extraparliamentary Political Organization 1769-1793* (Harvard, 1963); *European Political History, 1815-1870: Aspects of Liberalism* (Harper, 1967); *Victorian Culture and Society* (Harper, 1973). He is presently at work on two others, one a study of the transition from voluntarism to collectivism in late Victorian and Edwardian England. The other is an analysis of the emergence of British feminism and the decline of liberalism. Prof. Black's research for both books is closely related to the theme of his University Studies course.

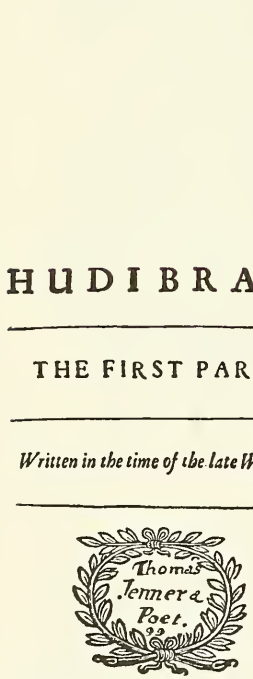
Mr. Cohen

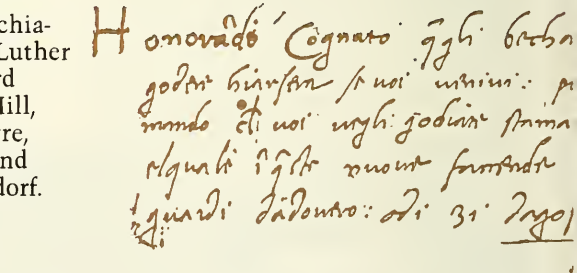
The Social Formation of Modern Europe

Not Given 1982-83

The course will examine class struggle and class structure from the Middle Ages through the 20th century. The development of self-conscious classes, changes in the forms of insurrections, and their impact on society as a whole will be investigated through close study of seven historical problems: the development of the nobility in France; Renaissance Italy and the rise of the modern state; Luther and the German Peasants' War; the English Civil War; the French Revolution; the making of the English working class; and Nazi Germany. These social developments will be placed in the broader contexts of changes in technology, environment and demography. They will provide the standpoint, moreover, for the investigation of changes in the character of the state, religion and political ideology in Western civilization. Each topic will integrate original source materials (in translation) with major works in modern historiography: 1. *The Song of Roland* and Marc Bloch, 2. Machiavelli and Jacob Burckhardt, 3. Luther and Frederick Engels, 4. Gerrard Winstanley and Christopher Hill, 5. Voltaire and Georges Lefebvre, 6. Marx and Eric Hobsbawm, and 7. Isherwood and Ralf Dahrendorf.

Samuel Cohn, Jr.
was born in Birmingham, Alabama in 1949. He received his education at Union College (BA 1971), University College London, University of Wisconsin (MA 1972), Universita degli Studi di Firenze, Instituto sperimentale-mathematico, and Harvard University (Ph.D. 1978). His Ph.D. dissertation won the Italian Award for the best unpublished manuscript in Canada and the United States on Italian history. His first book, *The Laboring Classes in Renaissance Florence*, was published in 1980 by Academic Press. Mr. Cohn's current research investigates preindustrial markets and the movement of landed property in the region of Siena, Italy, over the long term, 1296-1808. He will be pursuing this research in Florence and Siena, Italy, during the academic year 1982-83. The National Endowment for the Humanities is funding this project.





Mr. Cowgill

Population, History and Society

Spring 1982-83

This course will be an introduction to modern Western history with particular attention to population change. It begins with a question. In Mr. Cowgill's words, "How have some nations transformed themselves into the rich and 'developed' while other nations have become increasingly poor and 'underdeveloped'?" In the Western world, this process of development means the transformations associated with the rise of capitalism and colonialism, the Industrial Revolution and the French Revolution, laissez-faire and Marxism. Outside Europe and the United States it means the impact of these events, and transition to a post-colonial status. India, Japan and Indonesia will serve as brief examples of the non-Western world. Changes in family structure and population processes will be a unifying theme throughout; partly because they are intimately connected with other transformations in recent centuries; partly because explosive population growth remains among the most urgent of our unsolved problems; and partly because attempts to deal with them have been impeded by so many false historical assumptions. Course readings will include Wrigley, *Population and History*; R.D. Lee, *Population Patterns in the Past*; Laslett, et al., *Household and Family in Past Time*; and Palmer and Colton, *A History of the Modern World*.

George Cowgill
was born in Grangeville, Idaho, in 1929. He did his undergraduate work in physics at Stanford University (BS 1952) and his graduate studies in anthropology at Chicago (AM 1956) and Harvard (Ph.D. 1963). He has taught at Brandeis since 1960 and three times has held visiting appointments at Harvard University. Professor Cowgill has done work of major importance on the applications of mathematics and computer science to archaeology and is also widely known for his contributions to populations history. He has published an essay *On causes and Consequences of Ancient and Modern Population Changes* and many other articles and monographs.

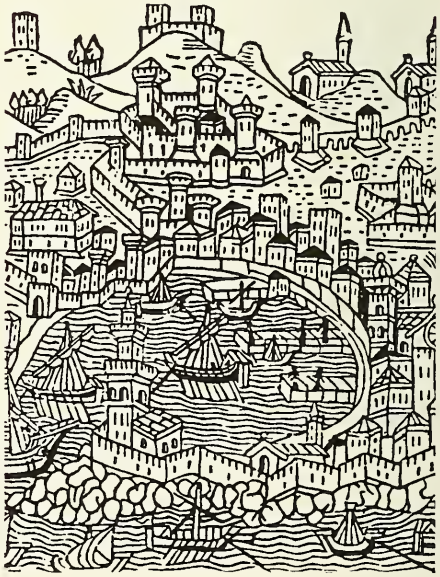
Mr. Demos

The Changing Shape of Community

Spring 1982-83

This course will explore the past several centuries of Western history, from the special vantage point of community life. Six forms, or types, of community will be considered in succession — three on each side of the "modern translation": (1) the traditional peasant village; (2) the pre-modern city; (3) the overseas "plantation" (e.g. colonies in North and South America, and in West Africa); (4) the industrial city; (5) alternative communities of the 19th and 20th centuries (including utopias and other planned communities, the frontier, the slave community); (6) the "megalopolis" of our own time (the inner city, with its enclaves and "ghettos," and the suburb). An additional unit, sited midway through the course, will explore the "transition" itself in political and socio-economic terms (the "age of democratic revolutions" and overall "modernization"). A textbook (Palmer and Colton, *A History of the Modern World)* will provide narrative continuity from start to finish and will help establish links between community experience and events in history (e.g. wars and depressions). Additional readings will include: Emmanuel LeRoy Ladurie, *Montaillou;* Gene Brucker, *Renaissance Florence;* Kenneth Lockridge, *A New England Town;* Anthony Wallace, *Rockdale;* Richard Brown, *Modernization;* and John R. Seeley, *Crestwood Heights.*

John Demos
was born in Boston in 1937 and did both undergraduate and graduate work at Harvard. He also studied at Oxford and Berkeley, and in 1961-62 served with the Peace Corps in Ghana. He has been at Brandeis since 1968. Mr. Demos is the author of *A Little Commonwealth,* a study of family and community in 17th-century Massachusetts and has recently completed a major work called *Entertaining Satan: Witchcraft and the Culture of Early New England.* He has also served as historical advisor to many television productions ("Scarlet Letter," "Best of Families," "Home") and was a member of the Carnegie Council on Children.



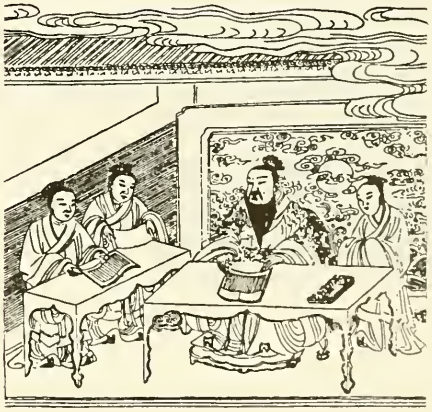
Mr. Fischer

An Environmental Approach to World History

Not Given 1982-83

This course is the history of mankind's world conceived as an ecological system, changing through time. Throughout the past 10,000 years, that system has been in a condition of continuing disequilibrium. We are not the first generation to face an "environmental crisis." From the extinction of the great mammals in the Pleistocene era to our own time, the ecological history of mankind has been a sequence of ecological difficulties, punctuated by ecological disasters. Many of those crises were not of humankind's making. But increasingly we have become the architects of our own misfortunes. Ecological problems have called forth solutions which have become problems in their turn. One purpose of this course is to describe that "problem chain." Another purpose is to examine the great civilizations as material systems for manipulating the environment and also as mind systems for explaining it. The course will examine in turn the cultures of the Stone Age, Mesopotamia and Egypt, Greece and Rome, China and India, Arabs and Vikings, the Medieval West and the Mediterranean cultures of the early modern era. The last half of the semester will be devoted to an environmental survey of modern Western history.

David Hackett Fischer was born in Maryland in 1935 and educated at Princeton (AB 1958) and Johns Hopkins (Ph.D. 1962). He has taught at Brandeis since 1962 and also has held visiting appointments at Harvard and the University of Washington. He is the author of *The Revolution of American Conservatism, Historians' Fallacies, Growing Old in America,* and *Deep Change: The Rhythm of American History,* forthcoming from Oxford University Press. He is presently at work on two volumes of environmental history: *Deep Change: Determinants of a Voluntary Society,* and a history of the world from the Ice Age to the present.



Mr. Freeze

Russia and the West

Fall 1982-83

The question which this course addresses is how and why the history of Russia differed from that of Western Europe. Each week will be devoted to an analysis of patterns and events in Western Europe, and then to a discussion of how — and why — these differed in Russia. Weekly topics will include, for example:

Renaissance Politics: Machiavelli and Ivan the Terrible
Enlightened Absolutism and Russian Autocracy
Social Reform in the 19th Century
Comparative Socialism: Marxism and Populism
Expansion and Imperialism, East and West
Revolution in the 20th Century
Fascism and Stalinism

Readings will consist of a standard text (Palmer and Colton) and a selection of secondary case materials. Sets of primary sources on the main problem under review will be available for class discussion.

Gregory Freeze
was born in 1945. He studied at DePauw University (AB 1967) and Columbia (Ph.D. 1972). Since 1972 he has taught at Brandeis and he also holds an appointment as Fellow in the Russian Research Center, Harvard University. Mr. Freeze is the author of *The Russian Levites: Parish Clergy in the 18th Century* (Harvard 1977) and *Emancipation of Russia* (forthcoming Princeton, 1983). He has spent four years working in Soviet archives, most recently in the summer of 1982.

Miss Kelikian

History of the Family in Western Europe

Spring 1982-83

This survey will trace the impact of population change, commercial expansion, urban growth, and political development in Europe through an examination of the family from early modern to contemporary times. The course begins with a comparative analysis of the peasant household economy and then examines aristocratic forms of kinship in old regime states. Proceeding to the working-class family of the early industrial period, it concludes with the development of nuclear family structures in advanced societies. Topical emphasis will be placed on changing patterns of sociability, authority, child rearing, sex-role differentiation, employment, and marriage. The readings integrate primary documents with classics by Max Weber, Sigmund Freud, and Frederic Le Play. Secondary studies by Lawrence Stone, Philippe Aries, Michael Anderson, and Lutz Berkner will be supplemented with fiction by Emile Zola, George Gissing, and Thomas Mann.

Alice Kelikian
was born in Chicago in 1951, did her undergraduate work at Princeton University (AB 1972), studied in the Soviet Union (1973) and took her doctoral degree at Oxford University (D.Phil. 1978). She was a research fellow in economic history at the Einaudi Foundation in Turin (1974-1976) and in contemporary Italian history at the Croce Institute in Naples (1976-1977), and has taught modern European social history at Smith College and the University of California. She has held National Endowment for the Humanities and American Council of Learned Societies fellowships to work on a book dealing with the social origins of Italian fascism, a subject on which she has published three articles. Miss Kelikian's next project will be a study of the peasant household economy in 19th century Italy, a theme closely related to her University Studies course on the family.

Mr. Keller

State and Society in the Western World

Fall 1982-83

For students who are specially interested in the history of politics, government and law, this course will trace the evolution of public authority in the Western world from the Renaissance to the present. It will study the political structure of the *ancien regime*, the American and French Revolutions, the interplay of politics and economic development in the 19th century, the rise of the administrative state, and the politics of mass society in the 20th century. Reading assignments will include Palmer and Colton, and supplementary material.

Morton Keller
was born in Brooklyn, New York, in 1929. He received his AB from Rochester in 1950, took both his graduate degrees at Harvard (MA 1952, Ph.D. 1956), and served on active duty in the U.S. Navy from 1953 to 1956. Mr. Keller has taught at North Carolina, Pennsylvania, Harvard, Yale and since 1964, at Brandeis. In 1979 he was Commonwealth Lecturer at University College, London; in 1981, was Harmsworth Professor of American History at Oxford; and he has lectured widely throughout the Western world.

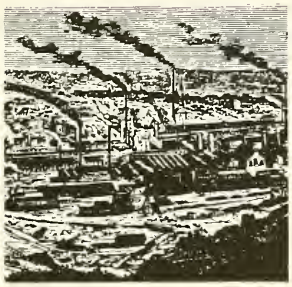
In 1968 he served also as a member of the U.S. Delegation to UNESCO. Mr. Keller has published seven books and many essays, mostly on topics in modern American history. He is presently at work on a general history of the state and society in America — of which the first volume, *Affairs of State*, was published in 1976. Mr. Keller's university studies course draws upon many years of research.

Mr. Keyssar

Industrialization and Social Change

Not Given 1982-83

This course will approach the history of the Western world in the 18th, 19th, and 20th centuries through a thematic focus on the process of industrialization and the social changes wrought by industrialization. The course will begin with an examination of western European society in the 18th century. This will be followed by the study of the industrial revolution in Europe, particularly Britain. The spotlight will then move across the Atlantic and focus on the emergence of an industrial society in a different setting — the United States in the 19th century. 20th-century social history will be studied by examining both the nature of advanced industrial societies (primarily in the United States) and the history of several nations (particularly Latin America) where industrial development has occurred during the last hundred years. Specific topics include: changes in class structure, technology, work, family life, ideology, urbanization, and politics. The course will also trace the changing relationships among the different societies being studied, e.g. the movement of technology and capital, the migration of labor, imperialism. Readings will also include excerpts from classical texts, such as those of Adam Smith and Karl Marx, and more monographic secondary works.



Alexander Keyssar
was born at East Orange, New Jersey, in 1947. He did both his undergraduate and graduate work at Harvard (AB 1969, Ph.D. 1977) and has taught at M.I.T., Harvard, and Brandeis. His many prizes and awards include a National Merit Scholarship, Danforth Fellowship, the Michael Rockefeller Fellowship for study abroad, and research fellowships from the A.C.L.S. and the N.E.H. His undergraduate thesis, a study of Melville's *Israel Potter*, was published by the Harvard University Press. Mr. Keyssar's second book, a history of unemployment, will soon be published by the Cambridge University Press. He has also published short essays on the history of the family, and literary responses to industrialization.

Mr. Kievel

Ethnicity, Nationalism, and the Modern State

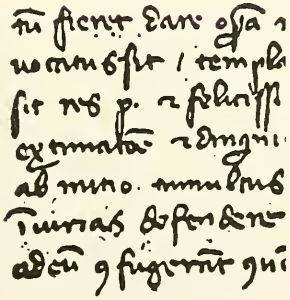
Fall 1982-83

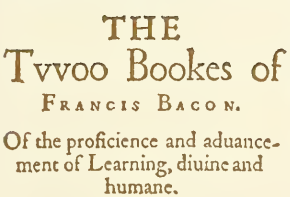
This course will examine theories of linguistic and national culture, programs for self-determination, and the processes of national consolidation in Europe, America, and the Middle East. Topics include: humanism, reformation, and national consciousness; democratic revolution and the nation-state; romanticism and national renewal; the problem of the "small nations" of Europe; the origins and development of Zionism; and national liberation and social revolution in the 20th century.

Hillel Kievel
was born in 1951. He received his education at Harvard University (A.B. 1973, MA 1975, and Ph.D. 1981), where he was a member of the Society of Fellows. From 1980-82 Mr. Kievel was Assistant Professor of International Studies and History at the University of Washington.

The broad object of this course is to introduce students to the long history of Western thought, with particular attention to the problem of popular self-government. After a backward glance at ancient origins, the course will take its modern point of departure from the Renaissance and Reformation, exemplified by Machiavellian Florence and Calvinist Geneva. Then it will travel westward to the 17th-century Puritan and Whig regimes of Anglo-America and explore the American and French republics in the age of reason and revolution. Finally, it will follow its theme into the development of industrial democracy during the 19th and 20th centuries. Readings will consist largely of primary sources, such as Calvin and Machiavelli, Harrington and Milton, Winthrop and Williams, Jefferson and Adams, Tocqueville and Mill, Dewey and Weber, Aron and Hannah Arendt, together with supplementary assignments in secondary works.

Marvin Meyers
was born at Norfolk, Virginia, in 1921. He attended college at Rutgers (AB 1942), served in the U.S. Army Air Corps from 1942 to 1946. After the war, he returned to graduate school at Columbia (MA 1948, Ph.D. 1957), and taught at the University of Chicago for many years before coming to Brandeis in 1963. Mr. Meyers has devoted a lifetime of learning to the subject of his University Studies course. He was an editor of *The People Shall Judge* (1949), *Sources of the American Republic* (2nd edition, 1967-68), *The Mind of the Founder...James Madison* (revised edition. 1981), and *The Jacksonian Persuasion* (1957), a classic on its subject. Mr. Meyers spent the 1981-82 academic year as a fellow at the National Humanities Center.




THE
Tvvoo Bookes of
FRANCIS BACON.
Of the proficience and aduancement of Learning, diuine and humane.
To the King.
AT LONDON,
Printed for *Henrie Tomes*, and are to be sould at his shop at Graies Inne *Gate in Holborne. 1605.*

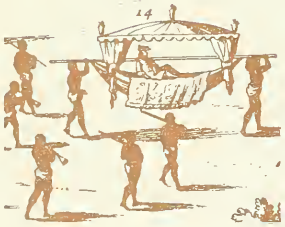
John Milton was born the 9th of December 1608 die Veneris half an hour after 6 in the morning
Christofer Milton was born on Friday about a month before Christmass at 5 in the morning 1615
Edward Phillips was 15 year old August 1645
John Phillips is a year younger. about 9 clock.

Mr. Nyangoni

Africa and the West

Spring 1982-83

This survey course will study the relationship between Africa and the Western world from the 16th century to the present. It begins with a comparative analysis of culture in Europe, Islam and Africa during the early modern era. Then the course will proceed to an analysis of the basis for Western European dominance: the scientific revolution, the industrial revolution, and political development. Next, it will examine the impact of that domination: slavery, imperialism, partition, racism and African social development. The last part of the course will be devoted to the history of events in the 20th century: World Wars I and II, the decline of European colonialism, and the rise of African nationalism. Text reading will include: Palmer & Colton, *A History of the Modern World* and Philip Curtin, et al., *African History.*



Wellington W. Nyangoni was born in Zimbabwe in 1941. He earned his B.A. Honours at the University of Ghana and his Ph.D. at Howard University in 1974. At present, he is chairman of the Department of African and Afro-American Studies at Brandeis University. Dr. Nyangoni has traveled widely in Europe, Asia and Africa, visiting every African country. He has published many articles and three books: *African Nationalism in Zimbabwe* (Washington, 1977); *United States Foreign Policy and South Africa* (New York, 1980); and the *O.E.C.D. and Western Mining Multinational Corporations in the Republic of South Africa* (Washington, 1982). Another work on *Africa in the United Nations System* is now in the process of being published by the Fairleigh Dickinson University Press. Dr. Nyangoni's present research is for his fifth book, a study of imperialism, neocolonialism, and underdevelopment in Zimbabwe from 1980 to the present. In addition to his many scholarly publications, he is a member of the executive boards of the African Institute for the Study of Human Values in Accra, Ghana, and of the African Peace Academy based in Lome, Republic of Togo.

Mr. Ravid

Catholics, Protestants and Jews in Western Europe from the Reformation to the Present

Spring 1982-83

This course will open with a presentation of the traditional medieval religious view of the relationship between church and state, the critique of the imperial ideologists and the actual treatment of heretics and infidels. Then the impact of the Protestant Reformation will be considered, with special attention to its consequences in the political sphere in Germany, France and England, and the origins of the idea of religious toleration. Next, the new ideology of the enlightenment will be examined, with emphasis on its attitude toward religion and its impact in France in theory and in practice. Then, the various forces that led to the emergence of the secular state in the 19th century will be analyzed, with the focus on the relation between church and state in France, the unification of Italy and the Vatican question, the *kulturkampf* in Germany, and the emancipation of the Jews. Finally, two significant and diametrically opposed 20th-century phenomena will be considered: the theoretical attitude of communism toward religion and its practical implementation in the Soviet Union, and at the other end of the spectrum, Islamic attempts to deal with the modern challenges to the traditional concept of a religious society.

Benjamin Ravid
was born in London, England, in 1936. A graduate of Waltham High School, he studied at Brandeis University (BA 1957, in History), Harvard University (MA 1959, Ph.D. 1973 in History) and The Hebrew University. His Ph.D. dissertation on the legal status of the Jewish merchants of Venice was selected by the Economic History Association as among the leading dissertations written in economic history at American universities that year. Before coming to Brandeis, Prof. Ravid taught in the history department at McGill University. He is the author of *Economics and Toleration in Seventeenth Century Venice* and 11 articles on the Jews of Venice and has lectured at international congresses in Great Britain, Europe and the State of Israel. Additionally, he has edited and translated Hebrew works in modern Jewish history and culture. Currently, he is engaged in research on the Jewish merchants and moneylenders of Venice and the institution of the ghetto.

Mr. Schneider

Religion and Society in the West

Fall 1982-83

This course will survey Western history from the Renaissance to the present from the perspective of religion and the varieties of religious experience. It will treat religion not only in the theological and institutional sense but also perhaps more importantly as a part of culture, as a system of beliefs and rituals, as a mechanism which enables people to understand and deal with their world, and as an experience enmeshed in the social, political and economic realities of life. Some of the topics the course will take up include: popular religion and peasant society, the Reformation and the Counter-Reformation, Puritanism and sectarian Christianity, religion and the rise of capitalism, the European witch-craze, messianic Judaism, Christianity and the Enlightenment, Christianity and colonialism, religion and the ideologies of Communism and Fascism, and religion in contemporary society. Palmer and Colton's text, *A History of the Modern World*, will be supplemented by readings by historians such as Roland Bainton, Carl Becker and Gershom Scholem. Other assignments will include selections from works by Thomas More, Luther, Voltaire, Max Weber Freud, Pope Leo XIII, and William James.

Robert Schneider
was born in Manchester, New Hampshire, in 1949, and was educated at Yale, Wesleyan and the University of Michigan. He is a specialist in early modern European History and is particularly interested in religious and cultural change. He has lived in France and Israel, and before coming to Brandeis he taught in the Residential College at the University of Michigan.

Mr. Schuker

The Political Economy of the Western World from the 18th Century to the Present

Fall 1982-83

This course surveys the major issues in Western history with emphasis on economic problems. It begins with a consideration of the economic basis of traditional rural society, traces the impact of the rise of national states and modern theories of sovereignty, elucidates the workings of the 17th-century scientific revolution and the diffusion of Enlightenment ideas, and draws connections between those developments and the commercial revolution that led to an "Atlantic economy." Students will compare economic and non-economic causes of the French Revolution and explore the social changes that it called forth or confirmed. Subsequent units cover the population explosion, the tranformation of agriculture, the industrial revolution and its diffusion, the socialist response to industrialization, migration and urbanization, and the development of working-class consciousness. Students are invited to weigh ideology, national consolidation, and the imperial expansion in 19th-century Europe, and to judge whether economic rivalries or other factors offer the most useful explanation of the European civil war, 1914-1945. There will be examination in some depth of the economic problems of the interwar era, Fascist and Communist challenges to the liberal economic order, alternative explanations for the Depression, the rise of the welfare state, and changes in the international economy since World War II.

Stephen Schuker
was born in New York City in 1939, received his BA from Cornell in 1959, and his Ph.D. from Harvard in 1969. He taught eight years at Harvard before coming to Brandeis in 1977, and also at the School of Advanced International Studies, Johns Hopkins University. Mr. Schuker's first book, *The End of French Predominance in Europe* (1976), a study of financial diplomacy after World War I, was awarded both the Beer Prize of the American Historical Association and the Chinard Prize of the Society for French Historical Studies. He is presently writing *Watch on the Rhine*, a study of European security issues between the world wars, and *European Reconstruction after the Great War*. His University Studies course grows directly out of his current research interests.

Mr. Wasserstein

Empires and Nation States: Origins of the Modern World System

Spring 1982-83

This course analyses the origins of the modern world system. It surveys the birth and development of the seaborne empires (Portuguese, Dutch, Spanish, and British), the rise and fall of the land-based multinational empires (Ottoman, Austrian, and Russian), the "new Imperialism" (British, French, German) of the late 19th century and contemporary neo-colonialism (American, Russian). The focus is on both the sources of the imperial urge and the nature of the anti-imperial reaction. The effects of such events as the American and French revolutions and the two world wars on the formation of the world system will be discussed. The course will cover the major theories of imperialism and nationalism, will examine the economic, social, diplomatic and cultural aspects of the histories of empires, and will survey the effects of imperialism on both colonizers and colonized. Course readings will include, Joel Colton and R. R. Palmer, *A History of the Modern World;* Geoffrey Barraclough, *An Introduction to Contemporary History;* and Elie Kedourie, ed., *Nationalism in Asia and Africa.*

Bernard Wasserstein
was born in London in 1948 and educated at Balliol and Nuffield Colleges, Oxford and at The Hebrew University of Jerusalem. He has taught at the universities of Oxford, Sheffield, and Jerusalem. Since 1980 he has been director of the Tauber Institute at Brandeis University and a member of the history department. His research interests include the modern history of Europe and the study of imperialism and the post-imperial world. His published works include *The British in Palestine: The Mandatory Government and the Arab-Jewish Conflict* (Royal Historical Society 1978), *Britain and the Jews of Europe 1939-1945* (Oxford 1979), and other works on related themes. He is currently at work on a history of Europe in the 20th century.

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